REX AND MARGARET
FORTUNE
SCHOOL OF EDUCATION

Comprehensive School Safety Plan

(HBCP)

March 2026

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Part 1: Emergency Response Plan

Introduction

Hardy Brown College Prep (HBCP) has established a comprehensive emergency response plan designed to respond to all anticipated emergency situations that might arise, whether natural events or human caused. All administrators, faculty members and staff members assume key roles when the principal or designatedrepresentative activates the Emergency Response Plan.

The senior administrator present at the time of an emergency can implement one of five pre-determined emergency actions, triggering the shift into an emergency response mode. The plan allows for flexibility and can be utilized for response without implementing a full-scale emergency response.

All staff members are trained in their assignments and the plan is rehearsed throughout the year in a series of emergency drills focusing on various scenarios. Each drill emphasizes an emergency action ensuring that all staff members are trained to respond effectively.

Staff Expectations and Policy

Each staff member must become familiar with the actions needed to respond in an emergency. There are many possible disasters which may occur, most of which can be managed effectively when all staff involved know their specific responsibilities. The key is preparedness. Eliminating possible hazardous situations and being aware of how to react BEFORE an emergency occurs can save lives.

With the large number of students and staff on campus at any one time, the responsibility for their safety is a serious concern. We must all take steps to be effective, contributing members of the school's emergency response plan. The first step in reaching that goal is becoming familiar with the contents of this plan.

In the event of an emergency, the highest person on the chain of command announces implementation of one of the five standard emergency actions: CODE GREEN LOCKDOWN, CODE BLUE LOCKDOWN, CODE RED LOCKDWON, DROP-COVER-HOLD, and BUILDING EVACUATION.

All staff on site respond in the event of an emergency, regardless of whether they are on duty. Allstaff report to their regular assignments/supervision areas, even if outside of regular work hours.

In the event the senior administrator is not present to direct response activities, the next person on the chain of command list will assume this position. This person will be relieved of their other duties, and a substitute will be assigned. All other staff will remain in their regular assignments.

EMERGENCY SIGNALS

Emergency actions will be initiated by the following verbal announcements:

CODE GREEN LOCKDOWN Announcement: "Chewy Cookies are in the Office"

CODE BLUE LOCKDOWN Announcement: "Soft Cookies are in the Office"

CODE RED LOCKDOWN Announcement: "Hard Cookies are in the Office"

DROP, COVER AND HOLD Initiate after "Earth/Building movement" or announcement

BUILDING EVACUATION Announcement: "Evacuate… Evacuate… Evacuate"

It is important to disseminate this information QUICKLY and CLEARLY.

Implement Action of:	Code GREEN	Code BLUE	Code RED	Drop, Cover, Hold	Building Evacuation
Floods	*				
Biological - Chemical - Radiation Incident	*				
Police Activity		*	O		
Fire near Campus		*			
Chemical Incident (offsite)		*			
Explosion or Gas Leak		*			
Fallen Aircraft		*			O
Severe Weather		*			
Bomb Threat		*			O
Dangerous Intruder			*		
Riot / Civil Disorder			*		
Earthquake				*	O
Fire on Campus					O
Chemical Spill					O
Medical Emergency	O				
Missing Student	O				

O = Optional Action

THUMBS UP / THUMBS DOWN

Green thumbs up sign

- When evacuating your classroom place the green thumbs up sign on the door handle outside of the classroom door if all scholars are accounted for.

- When on a **CODE GREEN** or **CODE BLUE** lockdown, place the green thumbs up sign underneath your door if all scholars are accounted for.

Red thumbs down sign

- When evacuating your classroom place the green thumbs up sign on the door handle outside of the classroom door if a scholar is missing from the classroom and/or is injured at the time of the evacuation.

- When on a **CODE GREEN** or **CODE BLUE** lockdown, place the green thumbs up sign underneath your door if any scholars are missing from the classroom.

NOTE: Do **not** use these signs during a **CODE RED** lockdown.

DESCRIPTION OF EMERGENCY ACTIONS

In response to an emergency, the administrator in charge may implement one of the following emergency actions.

1. **Action: CODE GREEN LOCKDOWN**

    - Return all scholars to the classroom
    - Close and lock doors
    - Limit activity, based on the principal's instructions
    - Do NOT leave the classroom or secured room until the principal has announced it is safe to do so
    - Take Roll
    - If scholars are missing/injured, place the **red thumbs down** sign under the door.
    - If all scholars are accounted for, place the **green thumbs up** sign under the door.
    - Standby for further directions.

2. **Action: CODE BLUE LOCKDOWN**

    - Return all scholars to the classroom
    - Close and lock doors
    - Stay away from windows
    - CONTINUE NORMAL ACTIVITIES
    - Limit and control scholar and staff movement outside secured rooms
    - Clear all outside movements with principal
    - Take Roll
    - If scholars are missing/injured, place the **red thumbs down** sign under the door.
    - If all scholars are accounted for, place the **green thumbs up** sign under the door.
    - Standby for further directions.

3. **Action: CODE RED LOCKDOWN**

    - Close and lock doors
    - Cover all windows
    - Barricade door and turn off lights
    - Get down behind an interior barricade away from the door
    - No one is allowed to leave the classroom
    - DO NOT SLIDE ANY SIGNS UNDER THE DOOR.

4. Action: DROP, COVER AND HOLD

DROP, COVER AND HOLD means to assume the personal protective safety position.

Inside

- Take cover under a desk or table with back towards windows.
- Wrap one hand around the back of the head.
- Use the other hand to hold on to the desk or table leg.
- Close eyes, shield face in the lap, and make the body as small an object as possible.
- If in a hallway or open area, drop and cover against an inside wall with back towards windows.

Outside

- The DROP position should be assumed only after moving about 10 feet away from buildings.
- Kneel, tuck head into lap, and wrap both hands around back of head.
- In the event of an airborne attack, DROP immediately, cover as much skin surface as possible, close eyes and cover ears.

The warning will most likely be the onset of the earthquake itself. An earthquake drill will be signaled by an announcement.

5. Action: BUILDING EVACUATION

BUILDING EVACUATION means to affect the orderly movement of students and staff from inside the school buildings to the designated outdoor emergency assembly; see Appendix A. This action should be implemented when anything occurs which might make the buildings uninhabitable. Students will line up by classroom upon arrival in the outside emergency assembly area.

Building evacuations will be initiated by announcement.

COMMUNICATIONS / TELEPHONE / RADIO STATIONS

SAN BERNARDINO

If telephone lines are operative, use any phone in a normal manner. The person placing a call to 911 should have as much information as possible about the situation. If phone lines are inoperative, use cell phones.

Walkie-talkies are available for internal staff communication. One unit will be located at the command center, and other units will be dispersed as needed for search and rescue, first aid, and other areas.

San Bernardino City Hall	**909-384-7272**
San Bernardino County Fire	**911 (Non-emergency, 909-918-2200)**
San Bernardino Police Department	**911 (Non-emergency, 909-384-5742)**
SBC Sheriff	**911 (Non-emergency, 909-884-0156)**
EMS/Ambulance	**911**
County Office of Emergency Services	**909-356-3998**
California Highway Patrol	**707-648-5550 (24-hr dispatch line)**
Facility Security Guard Service	**909-641-7244 - All American Guard**
California Poison Action Line	**800-876-4766**

INFORMATION TELEPHONE NUMBERS

SBC Children and Family Services	**800-827-8724 or 909-388-0242**
Community Hospital of SB (E.R.)	**909-887-6333**
St. Bernardine Medical Center (E.R.)	**909-883-8711**
Arrowhead Regional Med Center (E.R.)	**909-580-1000**
Southern CA Edison (24 hr. Emergency)	**800-655-4555**
San Bernardino Municipal Water District	**909-384-5141**
San Bernardino Animal Services	**909-384-1304**
Fortune School of Education Main Office	**916-924-8633**

Radio stations used to broadcast information regarding status at Hardy Brown College Prep:

Radio

KVCR 91.9 FM	**909-384-4444**
KTIE 590 AM	**909-884-9590**

PROCEDURE TO CALL 911

Note: The individual placing the call to 911 should have as much information as possible regarding the emergency. In addition, the individual should be prepared to remain on the phone throughout the duration of the call. 911 Dispatchers have a script that they follow, and they do not want to be transferred tosomeone else during the call.

1. State your emergency.

2. Stay Calm.

3. Give your name and address.

4. Listen. Allow the 911 employee to direct the conversation.

5. Be prepared to answer questions in a clear, calm manner.

6. Have the following information available:

   a. What is the emergency? (Fire, intruder, medical injury, etc.)

   b. Where is it located? (Address and the specific location on campus)

   c. If the incident involves an intruder or violence, a description of the suspects.

   d. Who they will contact at the site, and where they will meet them.

7. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

Disaster Plans for Specific Emergencies

FLOODS

This event could threaten the safety of students or faculty if a severe rainstorm has caused urban streams to rise. If such an event occurs, the following shall be accomplished.

WARNING: An alert message will be broadcast over the telephone system.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Initiate a CODE GREEN LOCKDOWN.
ϒ	**Principal**	2.	Cancel all outdoor activities.
ϒ	**Faculty**	5.	Return all Scholars to the classroom
ϒ	**Faculty**	6.	Close and lock doors, stay away from windows.
ϒ	**Faculty**	7.	Take Roll
ϒ	**Faculty**	8.	If scholars are missing or inured, place the **Red Thumbs Down** sign under the door.
ϒ	**Faculty**	9.	If all scholars are accounted for, place the **Green Thumbs Up** sign under the door.
ϒ	**Faculty**	10.	Continue normal activities within the classroom.
ϒ	**Faculty**	11.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	12.	Clear all outside movements with the principal.
ϒ	**Principal**	13.	If an evacuation is warranted, proceed with school evacuation.
ϒ	**Faculty**	14.	Evacuate students. Take the class roster, classroom emergency packs and first aid supplies with you.

BIOTERRORISM / RADIOLOGICAL EVENT

The release of a biological agent of a disaster magnitude could result from a transportation accident or industrial accident, or from an act of terrorism. Should any such accidents endanger the students or Faculty, the following should be accomplished.

WARNING: The community warning siren may be heard, or you may become aware of many individuals experiencing breathing difficulties, choking or severe coughing. An alert message should be broadcast over the school public address system as soon as administrators become aware of the hazard.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Initiate a **CODE GREEN LOCKDOWN**.
ϒ	**Principal**	2.	Cancel all outdoor activities.
ϒ	**Faculty**	5.	Return all Scholars to the classroom
ϒ	**Faculty**	6.	Close and lock doors, stay away from windows.
ϒ	**Faculty**	7.	Take Roll
ϒ	**Faculty**	8.	If scholars are missing or inured, place the **Red Thumbs Down** sign under the door.
ϒ	**Faculty**	9.	If all scholars are accounted for, place the **Green Thumbs Up** sign under the door.
ϒ	**Faculty**	10.	Continue normal activities within the classroom.
ϒ	**Faculty**	11.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	12.	Clear all outside movements with the principal.

POLICE ACTIVITY

This incident could occur if a crime has been committed on the campus.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Initiate a CODE BLUE LOCKDOWN.
ϒ	**Principal**	2.	Notify police (dial 911).
ϒ	**Administrators**	3.	Identify all parties involved (if possible). Identify witnesses, if any.
ϒ	**Principal**	4.	Be prepared to escalate to a CODE RED LOCKDOWN.
ϒ	**Faculty**	5.	Return all scholars to the classroom
ϒ	**Faculty**	6.	Close and lock doors, stay away from windows.
ϒ	**Faculty**	7.	Take Roll
ϒ	**Faculty**	8.	If scholars are missing or inured, place the Red Thumbs Down sign under the door.
ϒ	**Faculty**	9.	If all scholars are accounted for, place the Green Thumbs Up sign under the door.
ϒ	**Faculty**	10.	Continue normal activities within the classroom.
ϒ	**Faculty**	11.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	12.	Clear all outside movements with the principal.
ϒ	**Administrators**	13.	Be prepared to escalate to a CODE RED LOCKDOWN.

FIRE (Near Campus)

This event could occur if a fire offsite threatens or is near the school buildings. Should any such event endanger the students or Faculty, the following should be accomplished.

WARNING: You may become aware of smoke or flames in the vicinity, or you may receive notice from community emergency response personnel. When you become aware of the situation, an alert message should be broadcast over the public address system to all faculty and students.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Initiate a CODE BLUE LOCKDOWN.
ϒ	**Principal**	2.	If an evacuation is warranted, initiate an EVACUATION
ϒ	**Faculty**	3.	Return all scholars to the classroom
ϒ	**Faculty**	4.	Close and lock doors, stay away from windows.
ϒ	**Faculty**	5.	Take Roll
ϒ	**Faculty**	6.	If scholars are missing or inured, place the Red Thumbs Down sign under the door.
ϒ	**Faculty**	7.	If all scholars are accounted for, place the Green Thumbs Up sign under the door.
ϒ	**Faculty**	8.	Continue normal activities within the classroom.
ϒ	**Faculty**	9.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	10.	Clear all outside movements with the principal.

CHEMICAL INCIDENT (Offsite)

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or faculty, the following will be accomplished. WARNING: An alert message will be broadcast over the public address system and the community warning siren may be heard.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Initiate a CODE BLUE LOCKDOWN.
ϒ	**Principal**	2.	If an evacuation is warranted, initiate and EVACUATION.
ϒ	**Facilities Manager**	3.	Shut off HVAC systems.
ϒ	**Athletic Director**	4.	Cancel all athletic competitions and practices and any other activities which require outdoor activity.
ϒ	**Faculty**	5.	Return all Scholars to the classroom
ϒ	**Faculty**	6.	Close and lock doors, stay away from windows.
ϒ	**Faculty**	7.	Take Roll
ϒ	**Faculty**	8.	If scholars are missing or inured, place the Red Thumbs Down sign under the door.
ϒ	**Faculty**	10.	If all scholars are accounted for, place the Green Thumbs Up sign under the door.
ϒ	**Faculty**	11.	Continue normal activities within the classroom.
ϒ	**Faculty**	12.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	13.	Clear all outside movements with the principal.

EXPLOSION or GAS LEAK

If an explosion or a suspected gas leak occurs near the campus, the following shall be accomplished.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Initiate a CODE BLUE LOCKDOWN.
ϒ	**Principal**	2.	**If the Explosion or Gas Leak is ON CAMPUS, initiate an EVACUATION, avoiding the area of concern.**
ϒ	**Facilities Manager**	3.	Shut off HVAC systems. Contact PG&E.
ϒ	**Athletic Director**	4.	Cancel all athletic competitions and practices and any other activities which require outdoor activity.
ϒ	**Faculty**	5.	Return all Scholars to the classroom; be prepared to EVACUATE.
ϒ	**Faculty**	6.	Close and lock doors, stay away from windows.
ϒ	**Faculty**	7.	Take Roll
ϒ	**Faculty**	8.	If scholars are missing or inured, place the Red Thumbs Down sign under the door.
ϒ	**Faculty**	10.	If all scholars are accounted for, place the Green Thumbs Up sign under the door.
ϒ	**Faculty**	11.	Continue normal activities within the classroom.
ϒ	**Faculty**	12.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	13.	Clear all outside movements with the principal.

FALLEN AIRCRAFT

If an aircraft falls near the school, the following shall be accomplished.

RESPONSIBILITIES:

ϒ	**Principal**	1.	If the building(s) is unaffected, but the incident is near campus, initiate a CODE BLUE LOCKDOWN.
ϒ	**Principal**	2.	If the building(s) is impacted, initiate an EVACUATION.
ϒ	**Faculty**	5.	Return all Scholars to the classroom; be prepared to EVACUATE.
ϒ	**Faculty**	6.	Close and lock doors, stay away from windows.
ϒ	**Faculty**	7.	Take Roll
ϒ	**Faculty**	8.	If scholars are missing or inured, place the Red Thumbs Down sign under the door.
ϒ	**Faculty**	10.	If all scholars are accounted for, place the Green Thumbs Up sign under the door.
ϒ	**Faculty**	11.	Continue normal activities within the classroom.
ϒ	**Faculty**	12.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	13.	Clear all outside movements with the principal.

SEVERE WEATHER / AIR POLLUTION EPISODE

This event could affect students and Faculty who are susceptible to respiratory problems.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Develop and maintain a file of students and Faculty who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
ϒ	**Principal**	2.	Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
ϒ	**Principal**	3.	When notified from community siren or via news media of severe weather or an air pollution advisory, initiate a CODE BLUE LOCKDOWN.
ϒ	**Athletic Director**	4.	Cancel all athletic competitions and practices and any other activities which require strenuous physical activity.
ϒ	**Faculty**	5.	Return all scholars to the classroom
ϒ	**Faculty**	6.	Close and lock doors, stay away from windows.
ϒ	**Faculty**	7.	Take Roll
ϒ	**Faculty**	8.	If scholars are missing or inured, place the Red Thumbs Down sign under the door.
ϒ	**Faculty**	9.	If all scholars are accounted for, place the Green Thumbs Up sign under the door.
ϒ	**Faculty**	10.	Continue normal activities within the classroom.
ϒ	**Faculty**	11.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	12.	Clear all outside movements with the principal.
ϒ	**Facilities Manager**	13.	Direct staff/contractors to minimize use of vehicles and gasoline-powered equipment (mowers, blowers, etc.).

EXTREME HEAT

The WetBulb Globe Temperature (WBGT) is a measure of the heat stress in direct sunlight, which takes into account: temperature, humidity, wind speed, sun angle, and cloud cover (solar radiation). This differs from the Heat Index, which takes into consideration temperature and humidity and is calculated for shady areas. The WBGT is especially valuable in environments where people are physically active, such as sports, as it provides a better assessment of the risk of heat-related conditions during physical exertion. The CIF requires that schools use the WBGT for the most accurate measurement.

Depending on your Category Region (see map below), it is mandated for the benefit of the health and safety of our student-athletes that practice/games be canceled, or delayed until cooler when WBGT exceeds these levels:

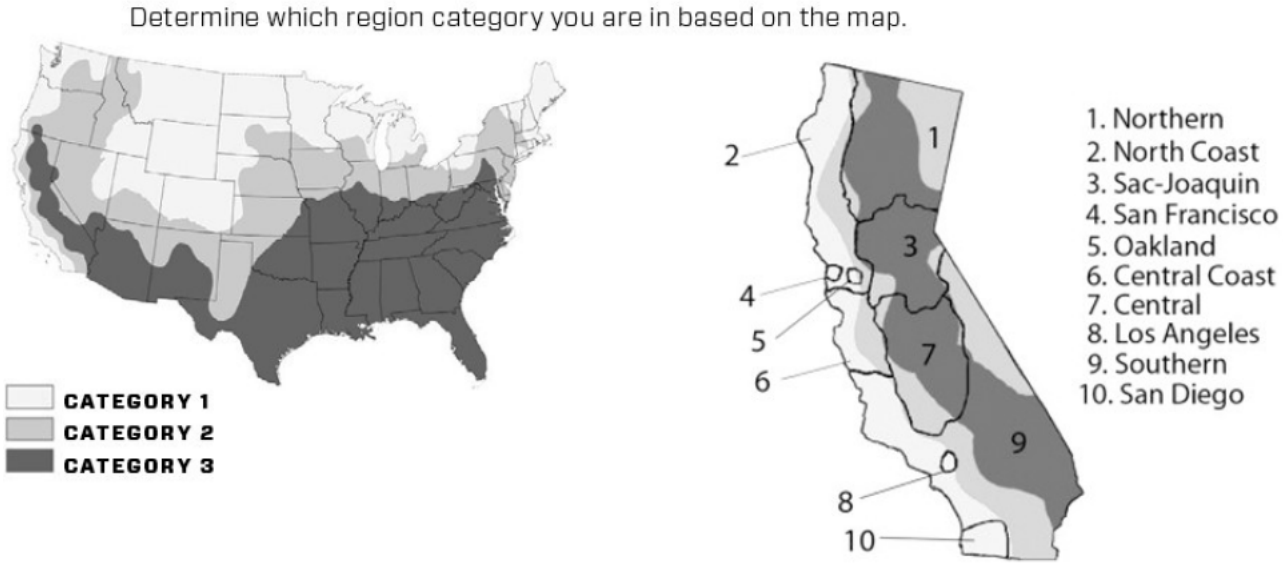
- Region Category 1 >86.2°F
- Region Category 2 >89.9°F
- Region Category 3 >92.0°F

STEP 1

Find your Region Category

Based on the following map, schools should select the category that best fits their region to follow the required guidelines shown below.

The majority of states fall under just one category or two at the most. However, due to its diverse climate across the state, California encompasses all three categories: light gray - Category 1 / medium gray - Category 2 / dark gray - Category 3. (See image below).



STEP 2

WBGT Readings (Note: Temperatures listed in the chart below are calculated using a WBGT and are not basic air temperatures) Please see Step 3 below for samples of WBGT readings.

Cat 3	Cat 2	Cat 1	Outdoor Activity Guidelines
<82.0°F <27.8°C	<79.7°F <26.5°C	<76.1°F <24.5°C	Normal Activities – Provide at least three separate rest breaks each hour with a minimum duration of 3 min each during the workout.
82.2 - 86.9°F 27.9 - 30.5°C	79.9 - 84.6°F 26.6 - 29.2°C	76.3 - 81.0°F 24.6 - 27.2°C	Use discretion for intense or prolonged exercise; Provide at least three separate rest breaks each hour with a minimum duration of 4 min each.
87.1 - 90.0°F 30.6 - 32.2°C	84.7 - 87.6°F 29.3 - 30.9°C	81.1 - 84.0°F 27.3 - 28.9°C	Maximum outdoor practice time is 2 h. Provide at least four separate rest breaks each hour with a minimum duration of 4 min each. For Football/Field Hockey: players are restricted to helmet, shoulder pads, and shorts during practice. If the WBGT rises to this level during practice, players may continue to work out wearing full pads without changing to shorts.
90.1 - 91.9°F 32.2 - 33.3°C	87.8 - 89.6°F 31.0 - 32.0°C	84.2 - 86.0°F 29.0 - 30.0°C	Contests are permitted with additional hydration breaks. Maximum outdoor practice time is 1 h. No protective equipment may be worn during practice, and there may be no conditioning activities. There must be 20 min of rest breaks distributed throughout the hour of practice.
≥92.1°F ≥33.4°C	≥89.8°F ≥32.1°C	≥86.2°F ≥30.1°C	No outdoor workouts/contests. Delay practice/competitons until a cooler WBGT is reached.

STEP 3

Schools without a WBGT should use the link below from the NOAA for a WBGT reading

https://digital.mdl.nws.noaa.gov/?zoom=7&lat=35.28787&lon=-79.36779&layers=F000BTTTFTT&region=0&element=8&mxmz=true&barbs=false&subl=TTFFFF&units=english& wunits=nautical&coords=latlon&tunits=localt

RESPONSIBILITIES:

ϒ	**Principal**	1.	Monitor heat index periodically throughout the day using methods above.
ϒ	**Principal**	2.	Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
ϒ	**Athletic Director**	4.	Cancel all athletic competitions and practices and any other activities which require strenuous physical activity.
ϒ	**Faculty**	5.	Return all scholars to the classroom
ϒ	**Faculty**	7.	Take Roll
ϒ	**Faculty**	10.	Continue normal activities within the classroom.
ϒ	**Faculty**	11.	Limit and control scholar and staff movement outside of secured rooms.
ϒ	**Faculty**	12.	Clear all outside movements with the principal.

BOMB THREATS

If the school, by letter or telephone, receives a bomb threat the following procedureswill be accomplished.

RESPONSIBILITIES:

ϒ	**Office staff**	1.	If the bomb threat is in the form of a letter, note the wayit was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.
ϒ	**Office staff**	2.	If the bomb threat is a telephone call, keep the caller on the line. Complete the Bomb Threat Checklist as much as possible; see checklist below.
ϒ	**Principal (or designee)**	3.	Immediately notify the police and fire departments (call 911).
ϒ	**Administrator**	4.	If the caller is still on the phone, call the phone company to trace the call.
ϒ	**Principal**	6.	If the suspected bomb is reported to be inside the school, initiate and evacuation and modify evacuation routes to bypass the reported location.
ϒ	**Faculty**	7.	Evacuate students using primary or alternate routes. Take an emergencybackpack and student kits. Check to be sure all students have left thebuilding.
ϒ	**Faculty**	8.	Upon evacuating the classroom, if all scholars are accounted for place the Green Thumbs Up on the outside classroom door handle.
ϒ	**Faculty**	8.	Upon evacuating the classroom, if all scholars are NOT accounted for or injured, place the Red Thumbs Up on the outside classroom door handle.
ϒ	**Faculty**	8.	Do not return to the building until emergency response officials determine it is safe.

BOMB THREAT CHECKLIST

REMAIN CALM! Notify other Faculty by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. When will it go off?_____
2. Where is it located?_____
3. What does it look like?_____
4. What floor is it on?_____
5. Why are you doing this?_____
6. Who are you?_____

Call received by:_____

Time of call:_____

Date: _____

Description of Caller: Male_____Female_____Adult_____Juvenile_____

Approximate Age of Caller:_____

Voice Characteristics:

Loud:	_____	Soft	_____
High Pitched	_____	Deep	_____
Raspy	_____	Pleasant	_____
Intoxicated	_____		

Other_____

Speech:

Fast	_____	Slow	_____
Distinct	_____	Distorted	_____
Stutter	_____	Nasal	_____
Slurred	_____	Precise	_____

Other_____

Language:

Excellent_____Good_____Fair_____Poor_____Foul_____
Other_____
Use of certain phrases:_____

Accent:

Local_____ Not Local_____
Foreign_____ Regional_____
Race_____
Other_____

Manner:

Calm_____ Angry_____
Rational_____ Irrational_____
Coherent_____ Incoherent_____
Deliberate_____ Emotional_____
Righteous_____ Laughing_____

Background Noises:

Office Machines _____
Street Traffic _____
Machinery _____
Airplane _____
Bedlam _____
Trains _____
Animals _____
Voices _____
Quiet _____
Music _____
Mixed _____
Party Atmosphere _____

VIOLENT INDIVIDUALS / INTRUDER

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or faculty, the following shall be accomplished.

ϒ	**Principal**	1.	Initiate a CODE RED LOCKDOWN.
ϒ	**Faculty**	5.	Return all Scholars to the classroom
ϒ	**Faculty**	6.	Close and lock doors
ϒ	**Faculty**	7.	Cover all windows
ϒ	**Faculty**	8.	Barricade door and turn off lights.
ϒ	**Faculty**	9.	Get down behind an interior barricade away from the door and windows.
ϒ	**Faculty**	10.	No one is allowed to leave the classroom.
ϒ	**Faculty**	11.	DO NOT SLIDE ANY FORMS UNDER THE DOOR.
ϒ	**Faculty**	12.	Standby for further announcements.

ACTIVE SHOOTER

What can schools do to **prevent** active shooter incidents?

1. **Create a healthy school climate**
    - Take a balanced approach to safety which includes addressing bullying, harassment and physical violence in schools in addition to the security systems and staff
    - Work to create a healthy school climate, get to know students and families, understand what they may be experiencing, and connect them to necessary support
    - Involve students so that they feel respected, are encouraged to play a role in prevention, and have positive relationships with adults at school so that are more likely to share critical information about potential violence
2. **Learn to recognize potential threats**
    - Know the signs (obsession with guns and mass shootings, being a target of long-term bullying, extreme isolation or social withdrawal, excessively aggressive response to minor issues, easy access to firearms, overt threats of violence
3. **Set up a threat assessment team**
    - Made up of mental health and safety professionals. Training should incorporate recognizing implicit bias and ways to safeguard against targeting students by race, religion, cognitive ability or other characteristics

What can schools do to **prepare** for active shooter incidents?

1. **Create a plan that gives school staff options**
    - To best prepare students and staff, schools should create an Emergency Action Plan
2. **Provide students with training on what to do during an incident**
    - Host practice drills

What can school employees do **during** an active shooter incident?

1. **RUN**
    - If you hear a noise that sounds like a gunshot, leave! Do not wait for confirmation
    - If there is an escape path, do your best to escape
    - Take others with you but don't stay behind if they do not want to run
    - Leave your belongings, except your cell phone. If you have anything in your hands the police may think you are the shooter
2. **HIDE**
    - If it is not possible for you to evacuate you should find a place to hide
    - Lock and/or blockade the door. Do not trap yourself or restrict your movements
    - Close and blinds, turn off the lights, and silence cell phones
3. **FIGHT**
    - As a last result, and if your life is in danger, fight the shooter
    - Improvise weapons from fire extinguishers, chairs, scissors, etc.
    - Act as aggressively as possible against the shooter

RIOTS/CIVIL DISORDERS

INSIDE SCHOOL:

This incident could occur if the students gather in an unruly crowd. Should such an occurrence appear to threaten any students or Faculty, the following shall be accomplished.

RESPONSIBILITIES:

ϒ	**Principal**	1.	If the students are engaging in civil disobedience, keep the students confined to one room or area within the school building.
ϒ	**Principal**	2.	Set up a communication exchange with the students, faculty and administrators. Attempt to restore order.
ϒ	**Principal**	3.	If unable to calm students, call police (dial 911) for assistance.

OUTSIDE OF SCHOOL:

This incident could occur if a dangerous assembly breaks out in the streets and neighborhoods in the proximity of the school. Should such an event threaten or endanger students or faculty, the following should be accomplished.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Initiate a CODE RED LOCKDOWN.
ϒ	**Faculty**	5.	Return all Scholars to the classroom
ϒ	**Faculty**	6.	Close and lock doors
ϒ	**Faculty**	7.	Cover all windows
ϒ	**Faculty**	8.	Barricade door and turn off lights.
ϒ	**Faculty**	9.	Get down behind an interior barricade away from the door and windows.
ϒ	**Faculty**	10.	No one is allowed to leave the classroom.
ϒ	**Faculty**	11.	DO NOT SLIDE ANY FORMS UNDER THE DOOR.
ϒ	**Faculty**	12.	Standby for further announcements.

EARTHQUAKE

DURING AN EARTHQUAKE:

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DROP-COVER-HOLD." Each student should grab one leg of their table or desk and move with it.

- In walkways or other areas where cover is not available, move to an interior wall.

- In science rooms, any open flames should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals which may spill.

- In multi-use rooms, take cover under the tables or move close to the interior walls away from windows.

If outdoors:

- Move to an open space, away from buildings and overhead power lines. Assume the DROP position until the shaking stops (Kneel down, tuck head into lap, cover back of head with arms). Keep looking around to be aware of dangers which may demand movement.

- On the school bus, stop the bus away from power lines, bridges, overpasses and buildings. Students should remain in their seats and hold on.

AFTER THE EARTHQUAKE:

Responsibilities:

ϒ	**Faculty**	1.	If no one is trapped/injured, evacuate students from the building when the fire alarm sounds. Take emergency classroom supplies and roster. Check to be sure all students have left your classroom. Close and lock the classroom door. Do not leave trapped or injured students alone in room. Do not close or lock your door. Send your students out to the assembly area and ask them to send help.
ϒ	**Faculty**	2.	Students are not to be left unattended at any time during evacuation process. Students are to remain quiet.
ϒ	**Faculty**	3.	Evacuate students using primary or alternate routes. Take emergency backpack and student kits. Check to be sure all students have left the building.
ϒ	**Faculty**	4.	Upon evacuating the classroom, if all scholars are accounted for place the Green Thumbs Up on the outside classroom door handle.
ϒ	**Faculty**	5.	Upon evacuating the classroom, if all scholars are NOT accounted for or injured, place the Red Thumbs Up on the outside classroom door handle.
ϒ	**Faculty**	6.	Do not return to the building until emergency response officials determine it is safe.
ϒ	**Faculty**	7.	Upon arrival at evacuation assembly site, take roll call. If your assignment is supervision, remain with your students.
ϒ	**Faculty**	8.	If you are a non-homeroom teacher, evacuate your current students and wait at the assembly area for the classroom teacher.
ϒ	**Facilities Manager**	9.	Notify utility companies of any break or suspected break in utility lines.

POST-EARTHQUAKE
EVACUATION OF A SCHOOL BUILDING

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it may be dark.

Before signaling the evacuation of students, do the following:

- Assess the situation before signaling building evacuation.
- Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with maintenance staff to have them cleared of dangers.
- Determine if the assembly site is safe. If not, select an alternative assembly site.
- If wires are down, they should be avoided.
- Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Don't forget to consider students with disabilities as you determine your evacuation routes.

After you have determined it is safe to do so, signal faculty to proceed with the evacuation of the school building.

FIRE (On Campus)

This incident could occur if there was a fire in one of the school buildings. Should any such event endanger the students or faculty, the following will be accomplished.

WARNING: Presence of smoke or flames, or the school fire alarm sounds.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Pull the nearest pull station, which will sound the fire alarm, initiating a BUILDING EVACUATION.
ϒ	**Principal**	2.	Notify the fire department by calling 911.
ϒ	**Principal**	3.	Proceed to evacuate the school buildings using the primary or alternate fire evacuation routes.
ϒ	**Faculty**	7.	Evacuate students using primary or alternate routes. Take emergency backpack and student kits. Check to be sure all students have left the building.
ϒ	**Faculty**	8.	Upon evacuating the classroom, if all scholars are accounted for place the Green Thumbs Up on the outside classroom door handle.
ϒ	**Faculty**	8.	Upon evacuating the classroom, if all scholars are NOT accounted for or injured, place the Red Thumbs Up on the outside classroom door handle.
ϒ	**Faculty**	8.	Do not return to the building until emergency response officials determine it is safe.

CHEMICAL SPILL (Onsite)

This incident could be the result of spilled cleaning chemicals or laboratory chemicals within the school building, or a broken gas main. Should any such accidents endanger the students or Faculty, the following will be accomplished.

RESPONSIBILITIES:

ϒ	**Principal**	1.	Determine if partial or full building evacuation is required. Notify effected individuals or sound fire alarm for full campus evacuation.
ϒ	**Principal**	2.	Instruct the community liaison to notify appropriate local authorities of incident (call 911) if necessary.
ϒ	**Principal**	3.	If necessary, proceed with building evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
ϒ	**Faculty**	4.	Evacuate students from the building using primary and/or alternate fire routes. Take class roster and emergency supplies. Check to be sure all students have left your room and the school building.
ϒ	**Faculty**	5.	Students are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation.
ϒ	**Faculty**	8.	Upon evacuating the classroom, if all scholars are accounted for place the Green Thumbs Up on the outside classroom door handle.
ϒ	**Faculty**	8.	Upon evacuating the classroom, if all scholars are NOT accounted for or injured, place the Red Thumbs Up on the outside classroom door handle.
ϒ	**Faculty**	8.	Do not return to the building until emergency response officials determine it is safe.
ϒ	**Faculty**	6.	Upon arrival at evacuation site, take roll and report attendance to the supervision area leader immediately.
ϒ	**Faculty**	7.	Do not return to the building until emergency response personnel have determined it is safe.

MEDICAL EMERGENCIES (including Opioid Overdose)

ϒ	**Faculty**	1.	The first faculty member encountering an injured student is responsible for first aid and care of the student until an administrator arrives.
ϒ	**Faculty**	2.	Notify the school office of the injury and if assistance is needed.
ϒ	**Faculty**	3.	Follow basic First Aid/CPR procedures in providing treatment. Be careful not to move a student who has fallen from an apparatus or if you suspect other serious injury.
ϒ	**Faculty**	4.	Remove all other students from the immediate area (other responding faculty can assist with this).
ϒ	**Administrator**	5.	If deemed necessary, summon an ambulance or EMS services by calling 911.
ϒ	**Administrator**	6.	Assign a staff member to meet and direct the EMS unit to the scene of the accident.
ϒ	**Administrator**	7.	If it a serious medical injury, all other students should be returned to class if at break or lunch time.
ϒ	**Faculty**	8.	The initial staff member responding to the accident is responsible for gathering relevant information (including witness statements) for completion of the accident report.
ϒ	**Administrator**	9.	The school office will notify parents in the case of a serious accident or injury.

Note: Additional information on opioid overdose can be found on the following Substance Abuse and Mental Health Services Administration (SAMHSA) site:
https://store.samhsa.gov/sites/default/files/overdose-prevention-response-kit-pep23-03-00-001.pdfB

Cardiac Arrest and AED Devices (AB 2009) (AB 2887):

Fortune School offers an interscholastic athletic program, and is therefore required the school to (1) ensure that there is a written emergency action plan in place, and posted as specified, that describes the location and procedures to be followed in the event of sudden cardiac arrest or other medical emergencies related to the athletic program's activities or events, (2) acquire, commencing July 1, 2019, at least one AED for each school within the school district or the charter school to be available on campus, (3) encourage that the AED or AEDs are available for the purpose of rendering emergency care or treatment, as specified, (4) ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at the athletic program's on campus activities or events, and (5) ensure that the AED or AEDs are maintained and regularly tested, as specified.

Epinephrine Auto Injectors (AB 1651):

Fortune School maintains Epinephrine Auto Injectors at all sites. These include doses intended for adults and juniors as well. EC Section 49414(h) allows a school nurse or, if the school does not have a school nurse or the school nurse is not on-site or available, a volunteer to administer an epinephrine auto-injector to a person exhibiting potentially life-threatening

symptoms of anaphylaxis at school or a school activity when a physician is not immediately available. If the epinephrine auto-injector is used it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Epinephrine auto-injectors shall be restocked before their expiration date.

EC Section 49414(a) requires a school district, county office of education, or charter school to provide emergency epinephrine auto-injectors to school nurses and trained personnel who have volunteered and authorizes school nurses and trained personnel to use epinephrine auto-injectors to provide emergency medical aid to person suffering, or reasonably believed to be suffering from an anaphylactic reaction.

Fortune School will annually notify all staff regarding location on campus of auto-injectors and advise on how individuals can volunteer to administer.

FATALITY

Note: In the event of a fatality, a primary responsibility of faculty and administration is to keep students calm and collected. Such a tragedy must be handled with the highest level of sensitivity and respect. The following specific measures must be followed:

ϒ	**Faculty**	1.	Apply lifesaving first aid unless you are certain the individual is deceased. Do not discontinue CPR once started unless instructed to do so or relieved by EMS responders.
ϒ	**Faculty**	2.	Send another faculty member or 2 students to the office to summon an administrator.
ϒ	**Administrators**	3.	Call 911 and summon emergency responders.
ϒ	**Faculty**	4.	Remove all students from the immediate area.
ϒ	**Administrators**	5.	Contact family members and report a serious accident. Ask parents to meet EMS at hospital or come to the campus.
ϒ	**Administrators**	6.	Secure the area of the incident so as to not contaminate any evidence. Do not move any equipment involved in the incident.
ϒ	**Administrators**	7.	Separate witnesses to prevent sharing of information, then gather as much information as possible.

DO NOT discuss the incident with the media, public, other faculty or students until told to do so.

MISSING STUDENT

This incident could occur if a classroom teacher cannot locate a student. The principal may designate another adult to perform the assigned tasks.

Responsibilities:

ϒ **Class Teacher**	1.	Check with other students in the class to see if they know the whereabouts of the student.
ϒ **Class Teacher**	2.	Contact the office to see if the parent picked up the student.
ϒ **Secretary**	3.	Check with the prior class period teacher to ascertain whether the student was present for that class period.
ϒ **Secretary**	4.	Continue working backwards through the student's schedule until time is established that the student was missing.
ϒ **Secretary**	5.	Notify the Principal that the student is missing.
ϒ **Principal**	6.	Using available faculty, direct a search of the campus, including bathrooms, multi-purpose rooms, and inside and outside play areas.
ϒ **Principal**	7.	If the student is not located within 20 minutes, notify the parents that the student is missing from class and unaccounted for; call 911.

After School and Evening Procedures

In the event an emergency occurs outside of normal school hours, the senior administrator in theschool's chain of command or the individual in charge of the event taking place will assume direction of the school's emergency response.

Due to the limited number of staff working after school and during evening programs and the large number of tasks to be accomplished in the emergency response plan, teachers and staff who are on campus but not working should report to the volunteer check-in area for assignment as needed.

Specific Procedures:

1. All after school activity leaders will bring their groups to the designated indoor or outdoor emergency assembly area.

2. Students on campus will line up in their regular school-day location. Teachers will create a list of the students in each class who are on campus.

3. After attendance reporting has been completed, classes and groups may be combined for supervision purposes.

4. Staff and teachers remaining on campus will provide for the supervision of students and will fill other key roles in the school's emergency response plan.

5. Should it be necessary to shelter in place, all students remaining on campus will assemble in the multi-purpose room.

6. Faculty should be assigned to prevent re-entry into the school buildings after evacuation.

7. Faculty should be assigned to the parent reception/student checkout area.

8. An accurate list of students who are picked up must be maintained at all times. Time of pickup and the identity of the person picking up each student should be recorded.

ADAPTATIONS FOR STUDENTS WITH DISABILITIES

Students with sensory, developmental, cognitive, or mobility disabilities will have evacuation protocols in place that meet the requirements of their Individualized Education Plan, their Health Plan, and/or Americans with Disabilities Act requirements.

During an evacuation:

- A pre-designated staff member will assist with the evacuation
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

PROCEDURES FOR PUBLIC AGENCIES TO USE SCHOOL BUILDINGS

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility:

Upon request, and if feasible, Hardy Brown College Prep (HBCP) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.

2. Shelter Management:

The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. HBCP will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

3. Condition of Facility:

The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of HBCP.

4. Food Services:

Upon request by the Red Cross, and if such resources exist and are available, HBCP will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of, and in cooperation with, the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. **Custodial services·**

Upon request by the Red Cross, and if such resources exist and are available, HBCP will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:

In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity;

The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. HBCP will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. HBCP will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter:

The Red Cross will notify HBCP or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement:

The Red Cross will reimburse the Owner for the following:

- *Damage to the Facility or other property of Owner,* reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
- *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering.

Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

EMERGENCY CHECKLISTS

Position: Administrator in Charge

The following actions should be completed/verified in the order listed:

RESPONSIBILITIES:

- ❑ 1. Implement one of the designated emergency actions CODE GREEN LOCKDOWN, CODE BLUE LOCKDOWN, CODE RED LOCKDWON, DROP-COVER-HOLD, and BUILDING EVACUATION.

  Verify that everyone has received the instruction, and that all students and faculty are responding.

- ❑ 2. Instruct Community Liaison to call 911 if necessary. Verify that Community Liaison has assigned staff to meet responders and direct them to the emergency.

- ❑ 3. Assess the safety of students in their current location and instruct supervision team to relocate if necessary.

- ❑ 4. If a major earthquake occurs, verify that gas and electric mains have been turned off by the Facilities team.

- ❑ 5. Receive attendance report from student assembly area. If students or faculty are reported missing, assemble a team of available faculty to conduct a search for the missing.

- ❑ 7. Receive report on injured faculty and students. Verify that basic First Aid measures are being administered by available faculty.

- ❑ 8. Receive update from the Safety Director/Facilities Manager on all response efforts.

- ❑ 9. Receive report from staff assigned to monitor AM radio for information on the extent of the emergency; if necessary. Once briefed on area conditions, assemble key staff and make decisions regarding future course of action.

- ❑ 10. Determine a plan for extended action, either shelter or dismissal. Direct the preparation of shelter areas and/or set up student dismissal/pickup area.

- ❑ 11. Direct Media Relations/Public Information spokesperson(s) to prepare statements for parents, media and other agencies as needed. Approve these statements before they are released. Post information on website if available.

- ❑ 12. If phones are operable, assign staff to phone coverage and create a standard phone response to be used for incoming calls.

Position: Safety Director/Facilities Manager

The following actions should be completed/verified in the order listed:

RESPONSIBILITIES:

- ❑ 1. In the absence of the senior administrator on campus, implement one of the designated emergency actions: CODE GREEN LOCKDOWN, CODE BLUE LOCKDOWN, CODE RED LOCKDWON, DROP-COVER-HOLD, and BUILDING EVACUATION.

- ❑ 2. Your primary function is to oversee the actions of response efforts and to act as liaison for the Administrator in Charge with these efforts. Your focus is safety, and you should ensure that all response efforts are carried out in as safe a manner as possible.

- ❑ 3. If an earthquake has occurred, verify that the Facilities Team has turned off the gas and electric mains.

- ❑ 4. Work as a team with the principal in the development and implementation of a long-range plan for school operations.

Position: Media Relations/Public Information Spokesperson(s)

The following actions should be completed/verified in the order listed:

RESPONSIBILITIES:

- ❑ 1. Following the announcement of an emergency action, escort your current students to the evacuation or shelter area. Turn them over to the individuals in charge of the Evacuation Assembly Area and report to the Administrator in Charge.

- ❑ 2. Retrieve AM radio and gather information on the status/extent of the emergency.

- ❑ 3. Update the Administrator in Charge with information on the extent/severity of the emergency.

- ❑ 4. Update the faculty and students with information provided by the Administrator in Charge on the extent of the emergency and the school's plan for future action. Answer any questions, reassure personnel, and assess morale and the emotional status of faculty and staff. Relay this status to the Administrator in Charge.

- ❑ 5. At the direction of the Administrator in Charge, prepare parent communications (notes to be carried home, broadcast emails, web site postings). ***Note: All statements must be approved by the Head of Marketing before being released.***

- ❑ 6. Prepare statements for release to the media regarding the status of the emergency. Release these statements to designated radio and TV stations as directed ***after statements have been approved by the principal.***

- ❑ 7. At the direction of the Administrator in Charge, notify the main office, school board and/or other key parties of the status of the situation at the school.

- ❑ 8. Monitor radio and TV stations for the accuracy of information being released regarding the situation at the school. Issue corrections and updates as needed.

- ❑ 9. Monitor information from the Administrator in Charge regarding number of injuries, locations where injured students were sent for treatment, etc. Be prepared to provide this information to parents.

Principal's Checklist

General:

ϒ 1. Determine who will be in the chain of command (when you are absent) in the event of an emergency. Establish a chain of command that will be in effect during the school day, during evening events on campus, and on weekends.

First designee: _____

Second designee: _____

ϒ 2. Develop relationships with local police and fire departments.

ϒ 3. Review Emergency Response Plan annually with local police and fire officials. Discuss their expectations of actions outlined in emergency plan. Ask for guidance about how to determine when certain emergency actions are required. For example, when should a bomb threat be taken seriously and the school evacuated? What criteria should be used to make this decision?

ϒ 4. Contact your local City or County Office of Emergency Services. Determine how you will be able to coordinate with them in an emergency. Use this office as a resource.

ϒ 5. Review Emergency Response Plan annually with all faculty members. Ensure that all faculty members are aware of their responsibilities and actions in the event of an emergency.

ϒ 6. Review with office staff the procedure for calling 911.

ϒ 7. Do a hazard assessment of each room of your school site (refer to pp.51, 52).

ϒ 8. Arrange for the removal or correction of hazards found in the Hazard Assessment where possible.

ϒ 9. Develop and maintain the file of students and faculty susceptible to respiratory problems, as mentioned under "Air Pollution Episode" section.

ϒ 10. Perform and document all emergency preparedness drills.

Communication:

- 1. Review communication plan for internal and external communications at your site.
- 2. Have a battery-operated radio in the office and in the emergency supply storage area.
- 3. Inventory available cell phones and two-way radios on your site each year. Re-assign radios for emergency use each year and train staff in their proper use.

Faculty Instructions:

- 1. Inventory faculty and staff for skills such as First Aid and CPR. Encourage faculty to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. Classes are available from the local chapter of the American Red Cross.
- 2. Assign faculty to emergency response team positions and provide training for their specific roles.
- 3. Inform faculty regarding required classroom emergency supplies (if part of school's plan to maintain individual classroom kits). Each teacher must check his/her own classroom emergency supplies once issued by the office.

Family Information:

- 1. Send an annual letter to families about the school's emergency plans. Include instructions about release procedures and what each parent should/should not do in the event of an emergency.
- 2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. To supplement faculty and staff response teams, ask these volunteers if they would be willing to come to the school site after a major area-wide disaster and serve on the First Aid team.
- 3. If needed to supplement faculty and staff response teams, ask for parent volunteers who would be willing to come to the school site after an emergency to assist in other areas such as Search and Rescue Teams, Long-term care and shelter, etc.

Preparing for an Earthquake:

- 1. Determine who will be assigned to the Search and Rescue, First Aid, and other special response teams. Direct each team to complete their team's responsibilities.
- 2. Prepare a color-coded utility map of the school site (electric--red, gas, oil, steam--yellow, communication--orange, water--blue, sewer--green).

- ϒ 3. Paint utilities valves/shutoff locations on building the colors depicted on the utility map.

- ϒ 4. Conduct "Duck-Cover-Hold" and “Assemble at meeting place drills" each semester at the high school level.

- ϒ 5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.

- ϒ 6. Assign staff to inventory earthquake and related emergency supplies for your school site. Purchase additional supplies as needed to reflect current year's enrollment. Replace any outdated supplies.

- ϒ 7. Determine who will have access to the Emergency Supply Center.

- ϒ 8. Issue keys to necessary individuals on each Emergency Response Team.

Preparing for a Fire:

- ϒ 1. Prepare fire drill room evacuation maps of the school site and verify posting in each classroomthroughout the school.

- ϒ 2. Conduct fire drills monthly at the elementary school level, quarterly at the intermediate level, and twice a year at the secondary level. **(Mandated by law)**

- ϒ 3. Obtain fire extinguisher training for faculty members. (Fire department may provide).

- ϒ 4. Know the number and locations of fire extinguishers. Ensure they are professionally checked and serviced on an annual basis.

Preparing for Evacuation:

- ϒ 1. Prepare evacuation plan of school site. Identify primary and secondary evacuation sites. Become familiar with evacuation routes.

- ϒ 2. Determine how many vehicles would be needed to accommodate the entire student population and Faculty. Also assess the availability of alternative vehicles.

- ϒ 3. Conduct a full-scale evacuation drill annually.

Preparing for a Chemical Accident:

- ϒ 1. Announce to teachers the shelter-in-place and central shelter locations within the school site.

- ϒ 2. Conduct shelter-in-place drills annually.

Faculty and Staff checklist

- ϒ 1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
- ϒ 2. Be prepared to remain at school with personal supplies (medications, special dietary needs, family contact phone numbers, etc.)
- ϒ 3. Teachers should check the emergency supplies for their classroom and collect individual student family photos.
- ϒ 4. Correct or remove hazards identified in your classroom or work area by the hazard assessment of the school site.
- ϒ 5. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP-DROP-ROLL, earthquake readiness and DROP-COVER-HOLD, hazardous materials accident with SHELTER IN PLACE, and other emergencies.
- ϒ 6. Participate fully in all emergency drills.
- ϒ 7. Become certified in First Aid and CPR through the Red Cross.
- ϒ 8. Become prepared to perform emergency team assignments in the event of an earthquake or other emergency.
- ϒ 9. Participate in fire extinguisher training.

IDENTIFYING HAZARDS IN YOUR CLASSROOM

Use the following form to identify potential hazards in your classroom. Please submit this form to the emergency preparedness coordinator in the beginning of the school year so that appropriate action can be taken to ensure that potential hazards are minimized in each classroom.

Classroom Hazard Inventory

Date:_____ **Room No.** _____

Indicate number of:	**Check if applicable:**
___ Unsecured bookcases	___ TV monitor unsecured on platform
___ Unsecured wall shelves	___ TV monitor on wheeled cart
___ Free-standing cabinets	___ Classroom piano on wheels
___ Hanging plants	___ Heavy objects on high shelves
___ Evacuation route posted	___ Emergency instructions posted

List other hazards identified.

_____

_____

_____

_____

_____

_____

_____

Report submitted by: _____

HAZARD ASSESSMENT OF SCHOOL SITE

The hazard assessment of the school site should be performed by a qualified individual (structural and/or civil engineer where appropriate).

The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards.

The hazard assessment should include evaluation of the following potential hazards to impact the school site, Faculty or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines
- Likelihood and effects of flooding, including proximity to dams in the event of theirfailure.
- Likelihood and effects of a wild land fire.
- Likelihood and effects of severe weather.
- Probable safety areas for evacuation, after earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
- Locations of interior hanging fixtures on ceilings, *etc*. such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Prevention of the school piano from rolling during an earthquake.
- Security of AV equipment, computers, TV monitors, aquariums, *etc*. from motion during an earthquake.

An effort should be made to remove or correct the identified hazards to the school site if possible to do so.

EMERGENCY PACK FOR CLASSROOM
(Teacher and Class Supplies)

Some schools choose to have a limited amount of emergency supplies available in each classroom of the school. If you choose to pursue this plan of action, a suggested list of classroom supplies is listed below.

In preparation for an extended shelter in place action, many schools are utilizing 5-gallon plastic buckets with lids as the container to hold all the classroom emergency supplies. When the contents are emptied from the bucket, the bucket can be used as a portable toilet when lined with small plastic bags. A small 4 x 6 foot tarp pinned across the corner of the classroom creates a privacy screen as well.

The intention of the emergency pack is to have these supplies accompany the class whenever an evacuation occurs. Note that duplicates of all these supplies (including emergency sign duplicates) are in the Emergency Supply Center.

- ❑ Classroom roster
- ❑ Small first aid kit
- ❑ Cold packs
- ❑ Roll of masking tape
- ❑ Notepad, pens, marker
- ❑ Emergency solar blanket
- ❑ Lanyard and whistle
- ❑ Nitrile gloves
- ❑ Light sticks
- ❑ Bag of candy/gum
- ❑ 3 bottles of water
- ❑ Sanitary napkins
- ❑ Small plastic trash bags to fit bucket
- ❑ 4 x 6 foot plastic tarp for privacy

EMERGENCY TRAUMA KITS

Large first aid kits are located in the following locations:

- ❑ Main school office
- ❑ Emergency supply storage center

EMERGENCY SUPPLIES STORAGE AREA

The intention of this area is to house emergency supplies required to support the Fortune School community following an earthquake or similar large-scale emergency. The items listed below represent the primary components of the emergency supplies center.

- ❑ Copies of all student emergency signs
- ❑ Faculty roster with emergency contact information
- ❑ Copies of emergency plan manual and emergency flip chart
- ❑ Clipboards and instructions for each team
- ❑ 2 rolls of yellow caution tape
- ❑ Shut-off wrenches for utilities
- ❑ First Aid team supplies
- ❑ Search and Rescue team supplies
- ❑ Tarps and shelters
- ❑ Solar blankets
- ❑ Emergency food and water
- ❑ Flashlights, lanterns and batteries
- ❑ AM/FM battery-powered radio

Water:

- ❑ boxes/person/
- ❑ Additional barrels of water for cleansing/sanitation

Food:

- ❑ 2400 calorie emergency ration food bars
- ❑ Hard candies, Fruit roll-ups, other snacks

Sanitation supplies:

- ❑ Toilet--bucket with plastic bags and ties
- ❑ Privacy shelter
- ❑ Toilet paper
- ❑ Wet wipes

Miscellaneous:

- ❑ Games and activities for students
- ❑ Large 33-gallon plastic bags
- ❑ Small plastic bags
- ❑ 20 packets of tissues
- ❑ Feminine hygiene products

Annual Emergency Drill Planner

The Principal & Assistant Principal shall schedule, conduct & report drills for all grade levels each Trimester, as required below.

Lockdown Drill. **All Grades, All Programs:** 1x each trimester

Earthquake/Disaster Drill. **All Grades, All Programs:** 1x each trimester

**Each campus will participate in the annual Great California Shake Out held on the 3rd Thursday of October*

Fire Drills **Elementary/Middle School:** Monthly

Aug	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Sept	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Oct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Nov	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Dec	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Feb	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
Mar	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	*31*
Apr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	

Legend	
Fire Drill	
Earthquake	
Lockdown	

Legal Requirements

The following laws pertain to school safety and school emergency preparedness. Check with your school or school district's legal counsel for the complete wording of the law.

- *California Constitution, Article I, Section 28(c)* guarantees all students and Faculty of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

- *Title 8, California General Industry Safety Orders, Section 3203* requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

- *Labor Code, Section 6400* mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

- *Education Code, Section 32001* mandates that every public, private or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public private or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection and alarm system, which may include, but is not required to include, a sprinkler system. The fire alarm signal shall be sounded at least once every calendar month at the elementary level, and at least four times every school year at the intermediate levels.

- *Education Code, Section 32001* also states that a fire drill shall be conducted at least once every calendar month at the elementary level and at least four times per every school year at the intermediate level. At the secondary level, a fire drill shall be held not less than twice every school year.

- *Education Code, Section 32020* states that the governing board of every school district, and the governing authority of every private school, which maintains any building used for the instruction or housing of school pupils on land entirely enclosed (except for building walls) by fences or wall, shall, through cooperation with the local law enforcement and fire protections agencies having jurisdiction of the area, make provision for the erection of gates in such fences or walls. The gates shall be of sufficient size to permit the entrance of ambulances, police equipment, and firefighting apparatus used by the law enforcement and fire protection agencies.

- *The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147-Community Colleges)*, enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

- *The Private Schools Building Safety Act of 1986 (Education Code 39160)* requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

- *The "Katz Bill" (Education Code 35295, 35296, 35297)* requires that public and/or private elementary andhigh schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system". Specifically, the code requires a school building disaster plan, periodic "DUCK-COVER-HOLD" drills, preparedness and mitigation measures, and educational and training programs for students and Faculty.

- *Education Code 40041.5, 40042 (part of the "Katz Bill")* requires that schools (public) be prepared to serveas public shelters for the community during disasters or emergencies.

- *Government Code, Section 3100* specifies that whenever there is a "State of Emergency" declared by the Governor, public employees can be declared "disaster service workers". "Public employees" applies to allpersons employed by the State, County, City, City and County, or Public District.

- *Title 24, California Code of Regulations* prescribes standards for the design and construction of publicschools. However, non-structural seismic safety elements receive limited attention. Non-structural elements include anything which is not part of the columns, beams, and load-bearing walls; these lightfixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

- *Title 22, Chapter 1, Article 3, Section 101174, California Code of Regulations,* specifies that each childcare licensee shall have and maintain on file a current, written disaster and mass casualty plan ofaction.

Part 2: Scholar Discipline Rules

All schools in the Fortune network have high standards for academic achievement and student conduct that are clearly defined, measurable and do not allow for excuses based on the background of students. Students are expected to be responsible for their own behavior. Clear and consistent intrinsic and extrinsic rewards and consequences are strictly applied and enforced just as they will be in our students' lives beyond the school campus.

School administrators, teachers and staff will ensure that every student who wants to learn will be able to do so in a safe, productive, and clean environment. In return, students are expected to work hard, have a positive attitude, and treat classmates, staff, visitors, and property with kindness, courtesy and respect.

We believe self-discipline is key to individual success. Students and parents have a responsibility to know and respect the policies, rules and expectations of the school. Violations of such policies, rules and regulations will result in disciplinary action. School authorities have authorization to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy.

Parents/guardians and adult family members who fail to meet the school's standards of conduct will be banned from campus for an amount of time determined by school administration. A ban from campus may be permanent at the discretion of the school administration.

Application of the policies contained in this handbook regarding student conduct are in effect during the following times and in the following places:

- On school grounds during, and immediately before or immediately after school hours
- On school grounds at any other time when the school is being used by a school group
- Off school grounds at a school activity, function or event
- En route to and from school/school activity on a school bus or other school vehicle
- At any time or in any place that impacts the school's ability to maintain order and discipline

NON-NEGOTIABLE EXPECTATIONS

1. Commitment to Excellence Contract
2. School Rules:

- LISTEN: One person speaks at a time during instructional time. Be on task at **all** times during class. While **anyone** is speaking, students will always have their eyes, ears, and brains focused on that person. This is referred to as "SLANT" and "tracking" the speaker.
- RESPECT: Be nice. Students must respect themselves, their teachers, fellow students, as well as school and personal property.
- WORK HARD: Learning is hard work. It can also be fun and rewarding. There are no excuses for not working hard. Give your best effort at all times.

ADDITIONAL GUIDELINES

1. Golden Rule: Treat others like you want others to treat you.
2. Be organized and prepared for all classes. Work should always be completed on time and presented neatly. All personal belongings must be kept neatly in binders, folders, and backpacks.
3. Respond appropriately to all directions. Non-verbal actions matter.
4. Do the right thing without being told. *"Assign Yourself."*

INTERNET TERMS AND CONDITIONS

1. Acceptable Use: The use of computing devices with internet access must be in support of education and research and consistent with the school's education objectives.
2. Unacceptable Use: Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any transmission reception or web search of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges.
3. Privileges: The use of information technology is a privilege and unacceptable use will result in cancellation of those privileges.
4. Network Etiquette: You are expected to abide by the accepted rules of network etiquette. These include (but are not limited) to the following:
    - Be polite
    - Use appropriate language
    - Share resources
    - Do not reveal personal information (address, phone numbers, or email)
    - Social networking (i.e. use of Instagram, Facebook, Snapchat, Musical.ly) is prohibited.
5. Use of any information obtained via the Internet is at the students' own risk.
6. Security: Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem, notify an administrator or teacher immediately. Do not use another individual's account without written permission from that individual. Attempts to login to any network server as a system administrator will result in cancellation of user privileges.
7. Vandalism: Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, hardware, network or any of the above listed agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses or installation of software on school computers by students.

UNIFORM AND DRESS CODE

We believe that a student's appearance has an impact on his or her attitude and behavior. As a result, all schools in the Fortune network are uniform schools. Respect for the school community and for the students themselves is evidenced by dressing appropriately. All students will adhere to a dress code that enhances a professional educational environment at all times. Students are to wear a school-approved "every day" uniform (Mondays, Tuesdays, Thursdays, Fridays) or "dress" uniform (Wednesdays), during off-campus school functions, as well as during Intersession and summer sessions, unless otherwise specified.

1. The **everyday** uniform consists of the following clothing:
    - School color polo shirt with embroidered school logo
    - Khaki pants, shorts, skirt, scooters, or skorts
    - All black closed-toe shoes with all black soles. Symbols, logos and shoelaces must be all black.
    - Dark socks
    - Black belt
2. The **dress** uniform* consists of the following clothing:
    - Navy blue sweater vest or navy blue cardigan sweater (TK-5) with embroidered school logo
    - Navy blue sweater vest or navy blue pullover sweater (6-8) with embroidered school logo or navy blue track jacket with embroidered logo
    - Green plaid tie (TK-5)
    - Green and navy striped tie (6-8)
    - White, short sleeved button-down dress shirt (no white polo shirts)
    - Khaki pants, or khaki skirts, scooters or skorts
    - All black closed-toe shoes (no tennis shoes) with all black soles.
    - Dark socks (boys)
    - White or navy knee highs or tights (girls)
    - All black belt (if necessary)
3. The **MIDDLE SCHOOL** (only) PE uniform consists of:
    - School logo t-shirt.
    - Navy blue shorts
    - All black tennis shoes (consistent with the dress code policy) with all black soles

Scholars must dress down in their P.E. uniforms on each of their designated P.E. days. P.E. shirts with the school logo and navy blue bottoms will be given to scholars. Scholars shall follow policy on the maintenance of school P.E. uniforms.

DRESS CODE

We prepare our scholars to make positive first impressions. A scholar's appearance sends a number of subtle, non-verbal messages. The messages we want our scholars to send are professionalism, confidence and competence. With that in mind, we expect our scholars to:

1. Keep their uniform clean and in good repair, and present a neat, well-groomed personal appearance.
2. All shirts must be tucked in unless otherwise specified (i.e. PE).
3. Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, scooters, or skorts. If a student violates this rule, they must wear a "loaner" uniform article from the office. Inappropriately short is defined as any skirt, scooter, skort, or shorts that do not reach the top of the knee. Shorts must be worn under skirts.
4. All pants must fit around the natural waist, not be excessively baggy, and not cover the shoes.

5. Belts must be worn through all belt loops and may not cause a distraction to learning.
6. All clothing must be hemmed. Cut-offs are not allowed.
7. Students may only wear all black or all navy blue jackets (no fur or any type of design allowed). Sweatshirts or pullover jackets of any kind are not permitted. Undershirts must be all black or all navy.
8. Students may not wear denim clothing (pants, jackets, etc.)
9. Hair must be worn neatly, in natural hairstyle, and without designs. Braids, locs, and twists are permitted. Designs, lines, colored, or bleached hair are not permitted.
10. Students may not wear hats, caps, "do" rags, hoods, bandannas, or other head coverings at school, unless deemed appropriate. For students with a religious requirement for wearing head covering, this will be discussed on a case-by-case basis.
11. For safety reasons, the following jewelry will not be permitted at any Fortune school: chains, chokers, multiple-finger rings, toe rings, and large dangling earrings (larger than a quarter).
12. For safety reasons students must wear all black, closed-toe shoes. Symbols, logos and shoelaces must be all black.
13. Students may not wear multiple bracelets. (Two maximum, one per wrist.)
14. Students may not pierce any body parts other than their ear lobes and have at most one earring per ear. Male students / students that identify as male are not permitted to wear earrings.
15. Students may not wear make-up with color, including lip gloss.
16. Students may not wear artificial nails. Students are not allowed to paint their nails.
17. Students may not have tattoos (real or fake).
18. Students may not wear perfume/cologne/spray-on deodorant.
19. Any item of clothing, accessory, or personal belonging deemed to be a distraction to the learning environment will not be allowed. Beads and barrettes: no more than two colors. No "cat ear" or multi-colored headbands or bows. No colored strings in the hair of any kind.
20. The administration reserves the right to determine the appropriateness of articles of clothing not specifically addressed in the Dress Code Policy.

NOTE: For safety reasons, students are required to prominently display a hall pass when out of class during instructional time. Hall passes are not required during passing periods, recess or lunch.

DISCIPLINARY PROCEDURES

Every school in the Fortune network has a Commitment to Excellence Contract that governs the relationships for the school, parents and students. The contract also includes language governing parent conduct on campus.

DUE PROCESS PROTECTIONS
Prior to student discipline, especially those involving suspension or expulsion or other limitation of fundamentally protected student rights, every student will have access to the maximum due process protections provided under the law, within the context of the circumstances. Students who are being considered for suspension and expulsion will be provided the specific due process protections provided below to safeguard the student's interests within the situation.

Suspension Procedure
Suspensions shall be initiated according to the following procedures:

Informal Conference
Suspension shall be preceded by an informal conference conducted by the principal or designee with the student and whenever practical, the teacher, supervisor or school employee who referred the student to the principal. The conference may be omitted if the principal or designee determines that an emergency exists or a parent/guardian is unresponsive. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

Notice to Parents/Guardians
At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.
Authority to Expel
Only the Fortune School of Education Board of Directors, upon the recommendation of the expulsion panel, may expel a student. The governing board may expel any student found to have committed an expellable offense(s) set forth in the Student/Parent Handbook.

Expulsion Procedure
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Written notice of the expulsion hearing shall be provided to the student and the student's parent(s)/guardian(s) at least ten (10) calendar days before the scheduled hearing date. The hearing shall be held within thirty (30) school days after the date of suspension. The hearing will be conducted by the expulsion panel. The charter school principal will make a recommendation to the expulsion panel. The expulsion panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a board member of the charter school's board of directors.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board which will make a final determination regarding the expulsion.

Written Notice to Expel

The principal or designee following a decision of the charter school governing board to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1) The specific offense committed by the student;
2) Notice of the student's right to appeal the expulsion;
3) Notice of the student's or parent/guardian's obligation to inform any new district and/or new school in which the student seeks to enroll of the student's status with the charter school.

The principal, or designee, shall send written notice of the decision to expel to the student's district of residence and the county office of education. This notice shall include the following:

1) The student's name;
2) The specific offense committed by the student.

Upon a student's expulsion from the charter school, the parent(s)/guardian(s) of the student shall be responsible for seeking alternative educational programs, including, but not limited to, programs within the county or their district of residence. The Charter School shall work cooperatively with student's parent(s)/guardian(s) as requested by parent(s)/guardian(s) or by the school district of residence to assist with locating alternative placements during expulsion.

Appeal Rights

Following receipt of the notice of expulsion or suspension, the student shall have the right to appeal that decision to the full Fortune School of Education Board of Directors. The student shall have 10 days to present her/his intention to appeal the decision. Upon the appeal, the student shall have the right to a de novo review in front of the full governing board in closed session, including the full complement of due process rights available to the student during the initial hearing. The full governing board will then render a final decision regarding the student's appeal.

Disciplinary Records

The school shall maintain records of all student suspensions and expulsions. Such records shall be made available for the district / county office's review upon request, but neither the district nor county office of education shall be involved in the disciplinary decision.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the governing board following a meeting with the principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The principal shall make a recommendation to the governing board following the meeting regarding his or her determination.

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING

Each school in the Fortune network is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons free from harassment, intimidation or bullying.

"Harassment, intimidation or bullying" means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or

- Is severe, persistent, or pervasive so that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Anyone found to violate the above policy, is in violation of the California Education Code (Section 48900.4) and will be subject to suspension or expulsion as identified in the Disciplinary Procedures section.

PERSONAL BELONGINGS

Students are not allowed to have the following items at school:

- Weapons or toy weapons
- Soda, high-sugar drinks
- Candy, gum or sunflower seeds
- Unhealthy snacks (Hot Cheetos,
- Electronic toys & gaming devices
- Cash in excess amounts
- Sunglasses; non-prescription glasses
- Baseball caps or "do" rags
- Alcohol, tobacco, or any illegal
- Toys, stuffed animals or dolls
- Fast food; Starbucks; energy drinks
- Cellular telephones, smart or toy
- Vulgar/inappropriate stickers and logos
- Inappropriate magazines / books
- Denim clothing of any kind
- Permanent markers, compact mirrors

If parents choose to have their student carry a cellular telephone to and from school for safety purposes, the student must check the device in with his/her classroom teacher. The student may check the telephone out at the end of the day. Lost or stolen cell phones are not the responsibility of the school.

CALIFORNIA EDUCATIONAL CODE SECTION 48900

A pupil may be suspended from school or recommended for expulsion if the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to Education Code Section 48900.

Students are responsible for their actions and are expected to adhere to the Commitment to Excellence Contract and school rules and policies. If a student is in violation of a school rule or policy, a teacher or staff member will refer him/her to the appropriate administrator to determine the consequences based on the type and severity of the violation.

Corporal Punishment will not be permitted at any Fortune school. Any employee who engages in such action will be terminated immediately.

CONSEQUENCES FOR NOT ADHERING TO THE COMMITMENT TO EXCELLENCE CONTRACT OR SCHOOL RULES

We consider the totality of the circumstances and anticipate that students will make mistakes. Our desire is that students learn from those mistakes and grow to become responsible young adults who can make positive choices for themselves. Therefore, we will work with students to help them learn self-discipline by way of holding them accountable for their actions.

Minor Violations

- Students will receive progressive discipline in response to negative behavior. The first minor offense where the teacher needs to directly address the student will result in a consequence that includes the loss of a citizenship point.
- Student behavior will be tracked and will result in the citizenship point being lost (e.g. loss of paycheck dollars, loss of behavior color, loss of Dojo point).

Repeated Violations

Students who fail to respond to teacher interventions to Minor Violations and do not correct their behavior should expect the following:

- Sent to the Porch
- Loss of further privileges, such as participation in activities, incentives or field lessons
- Parent-Teacher conference / Student Success Team Meeting
- Completion of a letter of apology, verbal apology, or reflection journal
- Reclassification as a Major Violation and Officer Referral

Major Violations

See Discipline Matrix.

THE PORCH

The "Porch" is one of the consequences for not adhering to expectations and the Commitment to Excellence Contract. The Porch means that the student must work in isolation in the classroom. Instead of sitting with the group, he/she sits apart from the other students. During their time on the Porch, students re-learn the expectations of each member of the team, and the value of making good choices.

This consequence ends when the teacher(s) see improvement in student conduct (listening, following directions, respect for self and others, completion of all assigned work). Although, the student is on the Porch, he/she still receives all instruction and is expected to complete the same class work and homework, but the student works alone. Furthermore, a student on the Porch:

- Eats at a separate table or room at lunch and breakfast
- Must ask to go to the bathroom at a set time in the morning and afternoon
- Walks in the back of lines
- Loses other school privileges

Students on the Porch must ask permission from the teacher to enter and leave a classroom. This enables the teachers to more effectively monitor their actions and provide a re-focus at the beginning of every class period. Students on the Porch are excluded from certain field lessons and other school privileges.

There are two (2) reasons for the existence of the Porch. First, this reinforces the basic reward and consequence system of the school and life in general: good things happen when an individual makes the right choices and negative things happen when an individual makes poor choices. Second, the school places a high value on the concept of TEAM. Students are expected to contribute to the team of students and teachers by respecting others and doing their share of the work. The Porch is a consequence where all the benefits of the TEAM are taken away and thus, the student comes to value the advantages of being a member of the school's TEAM.

FIGHTING

The first time a student chooses to fight, the student will be immediately referred to an administrator and suspended from classes for a minimum of the remainder of the day and the next day. Consult the Discipline Matrix for the consequences of fighting and the escalation of those consequences. The following definition

will be used to classify fighting: *Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.*

PROHIBITION OF SEXUAL HARASSMENT BY STUDENTS POLICY

Each school in the Fortune network desires to maintain an academic environment in which all students are treated with respect and dignity. Sexual harassment is specifically prohibited by state and federal law and instances of harassment may result in both civil and criminal liability on the part of the individual harasser. Sexual harassment's destructive impact wastes human potential, demoralizes students, and perpetuates the tendency to further unacceptable behavior. For these reasons, harassment against any student on the basis of sex is forbidden. The Board will not tolerate sexual harassment activity by any of its students.

Sexual Harassment: The unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature, wherever such harassment occurs on school property or at a school-sponsored event, that is aimed at coercing an unwilling person into a sexual relationship whether or not it involves physical contact; or that substantially interferes with a student's academic performance, or creates an intimidating, hostile, or offensive school environment. Examples of sexual harassment may include but are not limited to the following:

a. Verbal harassment or abuse of a sexual nature;
b. Subtle pressure for sexual activity;
c. Repeated remarks to a person with sexual or demeaning implications (e.g., a person's body, clothes, or sexual activity);
d. Unwelcome or inappropriate physical contact such as patting, pinching, or unnecessary touching;
e. Suggesting or demanding sexual involvement accompanied by implied or explicit threats;
f. Display of sexually suggestive objects, pictures, or written materials.

Compliant Process: Any student who alleges sexual harassment by another student should complain to the principal, or teacher. Filing of a complaint or otherwise reporting sexual harassment will not affect the student's status, extracurricular activities, grade or any other assignments. The complaint should be in writing, state the act or acts, state the date(s), state the names of witnesses, and be signed. The right of confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, nature of the conduct and the context in which the alleged conduct occurred will be investigated.

Penalties: A substantiated charge against a student shall subject that student to disciplinary action consistent with California State Law for sexual harassment.

STUDENT SEARCHES AND SEIZURES

Reasonable Suspicion

A personal search of a student may be conducted if there is reasonable suspicion of prohibited contraband. All personal searches should be conducted only by a school administrator. For example, students who are suspected of being in possession of contraband that is in violation of state or federal law may be searched. A reasonable suspicion is one based upon objective, observable facts. The scope or extent of the search must also be reasonably related to the reason for the search.

Student Searches

Searches of student backpacks, desks, and similar facilities may be conducted at the direction of the

principal or his or her designee, at any time, based on reasonable suspicion, and with or without the consent of the student. Searches of outer garments such as jackets and coats, purses, wallets, book bags, backpacks, and similar items of personal property that are in a student's possession may be conducted in the same manner.

NOTICE OF PROHIBITION OF ALCOHOL, TOBACCO, AND OTHER DRUGS

We believe that involvement with, and/or use of controlled substances will seriously impair students' ability to achieve academically and to live healthy lives. Schools in the Fortune network will not tolerate the possession, use, or sale of alcohol, tobacco, or drugs on school campuses, at school-sponsored events, or while representing the school in any capacity in any location.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Fortune School ("Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Fortune School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Fortune School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. Fortune School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Fortune School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Michelle Grace, Chief Operating Officer
Fortune School of Education
2890 Gateway Oaks Drive., #100 | Sacramento, CA | 95833 | (916) 924-8633
COORDINATOR@FORTUNESCHOOL.US

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Fortune School.

Fortune School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual. Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student [1] or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Fortune School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying

[1] "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:
   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Fortune School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Fortune School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Fortune School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Fortune School advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

Fortune School informs Charter School employees, students, and parents/guardians of Fortune School's policies regarding the use of technology in and out of the classroom. Fortune School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

Fortune School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Fortune

School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Fortune School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Fortune School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Fortune School informs Fortune School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

Fortune School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Fortune School employees who have regular interaction with students. Fortune School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Fortune School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Fortune School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Fortune School's students.

Part 3: Safety Procedures and Crime Assessment

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS STUDENTS

Education Code 49079 requires that central office leadership (i.e. "the district") "inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described" in Education Code 48900 (with the exceptions of K parts 2 through 4). The acts listed in 48900 are:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stole or attempted to steal school property or private property.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.

(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.

(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying.

Education Code 49079 states that we will "provide the information to the teacher based upon any records

that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section." This process occurs automatically within our student information system. Staff enter discipline information into the system whenever an administrator needs to take an administrative action (e.g. behavior contract or suspension) in accordance with our Discipline Matrix. After an administrator approves a discipline incident report, our system recognizes if the violation matches one of the actions mentioned in Education Code 49079. If it does, then our system automatically creates a flag for that scholar's profile that the scholar's teachers can see. That flag notifies teachers that the scholar has engaged in one of the acts mentioned above.

PROCEDURES FOR SAFE INGRESS AND EGRESS

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

All entrances and exits are ADA compliant. All exit doors are marked with emergency exit signs that will illuminate even with no electricity. We test all emergency exit signs annually.

MENTAL HEALTH SERVICES

Hardy Brown College Prep is committed to the health and well-being of all scholars. Mental health services are available at HBCP and can be accessed by communicating (verbally or in writing) with the School Principal, the Education Specialist, and/or the Mental Health Counselor. For mental health services across San Bernardino County, please contact the San Bernardino County Department of Behavioral Health at (888) 743-1478 or visit: http://wp.sbcounty.gov/dbh/mental-health-services/.

CHILD ABUSE AND NEGLECT REPORTING AND PROCEDURES

Every year staff complete mandatory reporter training. This teaches or reminds staff about how to watch for signs of possible child abuse and neglect. The training also highlights the obligation all staff have to report by phone and in writing if they have reasonable suspicion that child abuse (physical, sexual, or emotional) or neglect occurred. No evidence or proof is required prior to making a report. The case will be further investigated by law enforcement and/or child welfare services.

1. Staff should report immediately to child welfare services or a Police department.

2. Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf.

Other Information
The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.

Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.

Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a $1,000 fine.

For the complete law and a list of mandated reporters refer to California Penal Codes 11164-11174.3.

DEFINITIONS AND GENERAL INSTRUCTIONS
FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://www.leginfo.ca.gov/calaw.html (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

• Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

• Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

• Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)

• No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

• **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

• **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

• **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken

in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

• **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

• **SECTION E - INCIDENT INFORMATION:** If there are multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

• **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.

• **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

SCHOOL CRIME ASSESSMENT

Overall, there is a sufficiently low level of school crime for students, families, and staff to feel safe when at school or school-related functions.

As we learn about issues at a campus, we assess as a team and make adjustments as necessary to enhance safety. For example, we have pursued restraining orders against particular members of our school community because of their behavior while on campus. We do this in order to ensure that our community is able to live and work in a safe environment.

We also take targeted actions to deal with operational issues as they arise. For example, we have had a staff member report an issue when leaving work. In response, we requested that the security guard escort this staff-member to their car at the end of each workday. This allows the staff-member to feel safe while remaining part of our community.

The tables below show arrest data for juveniles for the most recent decade available. The trends were similar in both Sacramento and San Bernardino Counties. From 2011 to 2019, there was a dramatic decline year over year in all types of juvenile arrests. The data from 2020 and 2021 indicates a further decline, caused by COVID-19. For both counties, we see a significant increase in most areas starting in 2022. However, San Bernardino County juvenile arrests in most areas trend downward in 2023 but spike again in 2024.

Arrests Counties: Sacramento County. Years: 2015 - 2024. Offenses: All. Ages: Under 18. Gender: All. Ethnicities: All.

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Felony	869	712	796	639	652	565	384	555	929	897
Violent Offenses	344	293	353	290	340	206	159	258	385	389
Property Offenses	287	223	252	192	158	167	73	117	307	260
Drug Offenses	56	41	19	10	10	13	14	9	5	8
Sex Offenses	20	18	10	14	18	18	7	9	15	5
Other Offenses	162	137	162	133	126	161	131	162	217	235
Misdemeanor	1,004	894	694	585	566	324	250	296	522	701
Status Offenses	117	102	91	87	78	60	59	61	5	7

Arrests Counties: San Bernardino County. Years: 2015 - 2024. Offenses: All. Ages: Under 18. Gender: All. Ethnicities: All.

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Felony	1,986	1,772	1,567	1,556	1,228	869	758	1,120	971	1,124
Violent Offenses	700	637	577	624	531	369	314	501	417	500
Property Offenses	685	565	528	476	334	240	152	171	244	260
Drug Offenses	111	78	53	33	29	14	5	28	21	23
Sex Offenses	93	136	151	114	91	74	55	94	41	60
Other Offenses	397	356	258	309	243	172	232	326	248	281
Misdemeanor	2,714	1,956	1,558	1,252	1,215	640	640	1,122	1,032	1,413
Status Offenses	1,261	1,177	1,228	1,044	417	15	24	20	6	11

Source: https://openjustice.doj.ca.gov/exploration/crime-statistics/arrests

Part 4: Instructional Continuity Plan

Local Educational Agency Name	Contact Name and Title	Email and Phone
Hardy Brown College Prep	Michelle Grace Chief Operating Officer	mgrace@fortuneschool.us 916-924-8633

General Information

This Instructional Continuity Plan (ICP) was created in accordance with Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB 153) which adds a provision to California Education Code (EC) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. A locally-adopted CSSP must include an ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27. These requirements apply to school districts, county offices of education, and charter schools.

Continuity of Learning

In-Person Instructional Offerings

Hardy Brown College Prep (HBCP) shall offer in-person instruction to the greatest extent possible. If not possible, the Distance Learning Program will take effect.

Distance Learning Program

Continuity of Instruction

Objectives: The student will complete the work listed in their Google Classroom Assignment and Work Record (AWR). All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. The Google Classroom Assignment and Work Record (AWR) will include additional descriptions of the major objectives and activities of the courses of study covered by this Plan including the evaluation of student work and are incorporated herein.

Methods of Study: Specific methods of study will be designated on the Google Classroom Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: independent reading, textbook activities, study projects, drill & practice, as well as completing personalized and assigned lessons through i-Ready and IXL.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include but are not limited to: i-Ready and IXL lessons.

NOTES: Distance learning may be offered at the LEA or school level as a result of an order and/or guidance from a state or local public health officer. Distance learning shall include all of the following:

a. An ability to confirm access to devices and connectivity for all students that is adequate to participate in the educational program and complete assigned work.

b. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

c. Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas such as English learners, students with exceptional needs, in foster care or experiencing homelessness, and students requiring mental health support.

d. Special Education and related services required by a student's individualized education program (IEP) including requirements to address accommodations necessary to ensure the IEP can be executed in a distance learning environment.

e. Designated and integrated English language development for English learners including the assessment of English language proficiency, support to access core curriculum and the reclassification to full English proficient.

f. Daily live interaction with teachers and classmates for the purposes of instruction, progress monitoring, and maintaining school connectedness via internet or telephonic communication. If daily interaction is not feasible, the district is required to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

Access to Devices and Connectivity

HBCP will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Google Classroom Assignment and Work Record (AWR) and are incorporated herein.

Pupil Participation and Progress

HBCP staff are required to document daily participation by each student on each school day (whole or part) for which distance learning is provided. A student who does not participate in distance learning on a school day will be documented as absent for the school day. Daily participation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between school staff and the students and/or their parents/guardians.

A student who does not participate daily in either in-person instruction or distance learning shall be documented as absent. Documented absences are to be maintained for the purpose of reporting chronic absenteeism rates.

School staff are required to ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

School staff shall regularly communicate with parents regarding a student's academic progress.

Supports for Pupils with Unique Needs

Students will be identified by their supervising teacher, other school staff, or parents for social-emotional, mental health, and academic needs. Support will be provided via in person or technological means (such as video meetings, phone calls, etc.) depending on the extent and conditions of the emergency

Pupil Learning Loss

HBCP is required to develop written procedures for tiered re-engagement strategies for all students who are absent from distance learning for more than three (3) school days or 60% of the instructional days in a week.

Pupil Learning Loss Strategies

In conjunction with teaching staff, the Director of Curriculum and Instruction and Chief Academic Officer will monitor educational progress for all students, paying special attention to the following indicators:

a. The pupil's achievement and engagement in the distance learning program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.

c. Learning required concepts, as determined by the supervising teacher.

d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a
mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Mental Health and Social and Emotional Well-Being

HBCP is committed to supporting the mental health and social and emotional well-being for all students while on campus for in-person instruction as well as in the distance learning model. Our priorities are as follows:

1. Maintain and publicize access to Mental Health Providers: Include school counselors, psychologists, social workers, and contracted therapists. Offer virtual counseling sessions. Establish clear referral pathways for students in crisis or needing more intensive support. Publicize 24/7 mental health hotlines (e.g., 988 Suicide & Crisis Lifeline). Partner with local health departments or county mental health services.

2. Language Access for Multilingual Families: Tap into multilingual staff as available. Use trained interpreters during health-related meetings, either in-person or remotely as needed. Provide translated materials for mental and physical health resources. Work with community-based organizations that specialize in serving specific linguistic or cultural groups.

3. Outreach and Communication: Maintain information on the school website listing all health contacts and services, with translated pages. Use robocalls, texts, and social media posts in multiple languages. Conduct wellness calls or virtual check-ins, prioritizing high-need students. Use surveys and/or online tools to identify students struggling with access to healthcare or emotional support.

4. Coordination with External Agencies: Work with local Health Departments & Clinics to coordinate vaccination drives, dental clinics, and mobile health units. Partner with county or nonprofit mental health providers for case management or therapy.

Pupil and Family Engagement and Outreach

As required, HBCP will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency. In an effort to reach all pupils and their families, this engagement may come in multiple forms of communication. These include, but are not limited to:

- Phone call
- Email
- ParentSquare
- ClassDojo
- HubSpot
- Social Media (Facebook, Instagram)

We will continue to communicate with staff and families based on the technology and infrastructure that is available. If electronic means (including phones) are no longer available, we will mail information home and/or post information in the local newspaper and radio.

School Nutrition

HBCP will facilitate school meal pickup for all students in accordance with local regulations specific to the emergency causing school campus closure. HBCP's intent is to provide breakfast, lunch, and dinner to all enrolled students while the Distance Learning Program is in effect.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Support for Unique Needs

Students will be identified by their supervising teacher, other school staff, or parents for social-emotional, mental health, and academic needs. Support will be provided via in person or technological means (such as video meetings, phone calls, etc.) depending on the extent and conditions of the emergency. The school will determine the student needs including connection with support services and as feasible transition to full time instruction.

Return to Site-Based Learning

The following conditions must be met prior to returning to in-person instruction.

1. Public Health Clearance Local Health Officer Approval: Schools may only reopen with clearance from local health authorities. Compliance with CDPH Guidelines: All reopening plans must adhere to current health department guidelines.

2. Safety Plan in Place appropriate to the situation. Emergency Operations Plan (EOP) updated based on the nature of the disruption.

3. Facility Readiness. Site Inspections Completed: Facilities must be inspected for damage, safety, and sanitation. Essential Services Restored: Power, water, HVAC, and internet must be operational.

4. Communication Plans Notification to Families and Staff: Clear information on reopening dates, safety protocols, and available resources must be provided. Feedback Channels Open: Mechanisms for families and staff to ask questions and voice concerns.

5. Staffing and Operational Readiness. Sufficient Staffing: Teachers, substitutes, and support staff must be available and trained on new protocols. Health Screenings & Vaccinations: Health checks or proof of vaccination may be required for staff and/or students (based on current public health guidance).

6. Instructional Planning Continuity of Learning: Clear plan for how students transition back from remote to in-person learning for those students who take classes on campus. Assessment and Intervention Plans: Identifying learning loss and providing academic support services.

7. Equity and Access Support for Vulnerable Students: Accommodations for students with disabilities, English learners, and homeless or foster youth. Technology Recovery: Ensuring return or reintegration of devices used during distance learning.

Integration with Comprehensive School Safety Plan (CSSP)

This Instructional Continuity Plan (ICP) will be included as an integral component of HBCP's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026- 27.

Review and Updates of this Instructional Continuity Plan (ICP)

This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis:

- Annually with the School Safety Team, School Site Council, community partners, and the Board of Directors as part of the CSSP review process prior to March of each school year.